

**Grade 10 Canadian History
Applied (CHC2P)
Lesson Plan
Unit 3: Immigration and Equality?**

**Student: Melissa Tam
Instructor: Bernie Rubenstein
Class: EDU 1150 History
Due Date: Oct.29th, 2010**

Lesson Plan: Unit 3 Immigration and Equality



SUBJECT/Grade: Grade 10 Canadian History

Suggested Time: 75 Minutes

COURSE/Type/Code: Canadian History Since World War I, Grade 10 Applied, CHC2P

LESSON TITLE: Unit 3 - 1946-1967: Immigration and Growing Equality?

LESSON Description:

Students will learn about Canada's changing immigration policies post-WWII and how it related to its importance in Canadian prosperity and evolving identity and demography pre-multiculturalism. Students will learn to see past racism and to consider the issues of social harmony.

Planning Information:

Enduring Understanding/Learning Goal: Understand and describe the evolution of Canadian identity and society post-World War Two in the late 1940s until the late 1960s. More importantly, students should realize that multiculturalism was a long and on-going process that greatly developed in the period after WWII as immigration greatly began to open up as Canadian political policy became more "accepting" and welcoming of non-traditional Anglo-Saxon, Celtic, and Teutonic (Germanic races and Scandinavian races) post-WWII. Lastly, students should realize that racism was not the only factor that dictated immigration policy; rather it was also an issue of social harmony and economic growth and prosperity.

Expectations

Overall Expectations:

- Describe the major changes to immigration that took place from 1946 to 1967.
- Explain the significance of the changing Canadian demographic and how it helped create Canadian identity in the mid-1900s and how it led to a multicultural Canada.

Specific Expectations:

- Describes important immigration policies and changes.
- Evaluate how immigration changes affected patterns of immigration and Canadian demography
- Understand the connection between social harmony and economic prosperity in relation to immigration.
- Interpret and analyze what the goals were of different immigration policies.

Prior Knowledge Required

- Students should be aware of Canadian immigration in the late-1800s and early 1900s
Ex) Clifford Sifton bringing in thousands of Ukrainians to settle the Prairies as farmers
- Students should be aware of the treatment of Germans, Italians and other immigrants who came from World War One enemy states
- Students should be aware of policies such as the Chinese Head Tax and Chinese Exclusion

- Students should be aware of Canada's strong British identity pre-WWI and growing Canadian identity post-WWII
- Students should be aware of the overall Caucasian dominated ethnic make-up of Canada

Resources *(for items in appendix, indicate with asterisk)*

- Internet Access
- CBC archives (Appendix 6)
- Power-point and computer
- Handouts: Definitions, Summaries and Timelines
- Visuals (Appendix 11)

Agenda *(to be listed on blackboard, in student language)*

- Introduction
 - Multicultural Brainstorm
 - Summary of Immigration Pre-World War II
- 1947 Immigration Policy Speech
 - Review and Questions
- Immigration Policy 1947-1967 Timeline
- 1967 Immigration Policy: Point System
 - Review and Questions
- Short Videos
- Closure: Reflection Activity
- Homework Instructions/Handout
- Culminating Activity Instructions

Teaching-Learning Sequence & Strategies/*Minds On*

Stage 1 - MENTAL SET / SHARING EXPECTATIONS *(introductory hook for lesson, written in full)*

Multiculturalism Reflection/Hook:

- 1) Ask students to reflect and brainstorm as a class on Canadian identity and multiculturalism today.
- 2) If the class is heavily non-Western European, have the students also reflect on how their families immigration process was like, especially those who are immigrants themselves
- 3) Ask the students after the brainstorm, especially those who are non-Anglo-Saxon-Celt and especially the non-Caucasians, whether or not they feel they would be so welcomed in 1947.
- 4) Explain to them that contemporary Canada and a post-WWII Canada was socially and racially a very different place and provide a brief explanation/review of different immigration policies, why some groups were welcomed above others, and what multiculturalism meant in the mid-1900s.

* Handout provided

Stages 2 to 5 - INPUT / MODELLING / CHECK for UNDERSTANDING / PRACTICE/Action

- 1) Explain and Briefly Summarize Canadian Immigration Policy Pre-WWII and provide a handout. (Appendix 4)
- 2) Explain Canadian Immigration Policy Post-War:
 - Provide a summary of Canadian's Post-War Immigration Policy (Appendix 2).
 - Prompt the students with questions (Appendix 3) after going over key-points of the policy.
- 3) Provide a timeline and explain how immigration changes from 1947 to 1967. Especially prompt the students and explain the White Papers in 1966 and the Point System of 1967.

Cover

issues of economic necessity/prosperity and racial discrimination.

- Prompt the students with questions (Appendix 3) after going over key-points of the 1967 immigration policy.

4) Video Clips: Show one to two video clips from the CBC archives if there is time. Ask them to reflect after each clip in regards to what they have learned. (Appendix 6)

Lesson Wrap-up: Consolidation and Connection

Stage 6 - CLOSURE (*student activity that summarizes or extends key lesson knowledge/concepts/skills*)

Reflection Activity: (Appendix 7)

- The class will be divided into four groups/sections and be asked to reflect on a following perspective for a few minutes. Students will be given a handout.
- After a few minutes of reflection, the groups will be asked to present their perspective.

Section 1: This group will be asked to think as a White Canadian in 1947 and what their reaction may be to the new post-war immigration policy?

Section 2: This group will be asked to think as a non-traditional and non-white that is hoping to immigrate to Canada. What may their reaction be to the new post-war immigration policy?

Section 3: This group will be asked to think as White Canadian in 1967 and what their reaction may be to the new point system immigration policy?

Section 4: This group will be asked to think as a non-traditional and non-white that is hoping to immigrate to Canada in 1967. What may their reaction be to the new point system immigration policy?

– **PREP/Hwk** (*activities completed outside of class to reinforce/extend learning or prepare for next class*)

Pre-Class (Appendix 1): Give students the 1947 Post-War Immigration Speech for homework reading. As they read it, students should put question marks for points that confuse them and check marks for points that they agree with. Because many may have difficulty reading there is also a one-page point-form version to give students in class to clarify it to students along with questions. This activity is to give students an introduction to the topic of immigration after WWII.

Homework (Appendix 8): Ask students to reflect and think again on the 1947 Immigration Policy and compare it to the Point System that was introduced in 1967. How are the policies different? How are the policies similar? Students will be given a T-Chart to fill out for homework.

Unit 3 Culminating Activity - Collage of Canadian Life (Appendix 9 & 10):

- In this culminating activity, students determine and describe their developing view of what Canada is.
- They prepare a collage of images related to one area of Canadian life.
- Along with this collage they provide a one- to two-page explanation of their collage.
- They present the collage and explanation to the class.
- In relation to this lesson, students should begin looking for images or creating images that they feel reflect immigration from 1947 to 1967 and show the instructor to get feedback and assessment to

judge that they are on the correct path.

Planning Considerations:



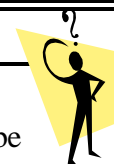
Accommodations/Special Needs:

Because this is an applied class and many students will be visual learners, kinaesthetic learners, be English Language Learners or have different abilities, etc., lots of visual aids will be provided to engage students. (Appendix 11)

Lesson Assessment:

- Beginning contemporary multiculturalism brainstorm and reflection in relation to 1947 allows for assessment of student pre-knowledge and pre-conceptions of immigration.
- The class questions/review for the 1947 Immigration Policy Speech Reading will assess how much the students are beginning to understand
- The homework will assignment will have students reflect on changes to immigration policy between 1947 and 1967 and the similarities and differences between the two.

Teacher Reflection on Lesson: *Written after the Micro-Teaching*



Aspects that worked:

- Class brainstorm and reflection on Canadian society and multiculturalism were a good way to connect students from the present to the past in relation to their own background and identities.
- The 1947 Post-WWII Immigration Policy speech was a good primary source to begin the lesson as it hooked student interest and curiosity.

Changes for next time:

- Handouts with definitions should be provided, would be very helpful.
- Need to consider that when teaching the class, vocabulary must be simplified, especially in considering of ELL's
- The full Post-WWII Immigration Policy speech would be difficult for many at the applied level to follow with limited time in class and literacy level, a summarized point-form version should be considered.

Appendix 1: Canada's Post-War Immigration Policy Speech

Canada's Postwar Immigration Policy

By William Lyon Mackenzie King

Leader of the Liberal Party 1919-48, Prime Minister of Canada 1921-26, 1926-30 and 1935-48

House of Commons Debates, May 1, 1947, pp. 2644-6.

Mr. Speaker, before the house resumes the debate on the second reading of the bill to amend the Immigration Act, I should like to set forth, in broad outline, the government's policy with respect to immigration.

The policy of the government is to foster the growth of the population of Canada by the encouragement of immigration. The government will seek by legislation, regulation, and vigorous administration, to ensure the careful selection and permanent settlement of such numbers of immigrants as can advantageously be absorbed in our national economy.

Like other major problems of today, the problem of immigration must be viewed in the light of the world situation as a whole. A wise and productive policy for Canada cannot be devised by studying only the situation within our own country. For example, temporary but effective limits on any policy that is to be applied immediately are created by the problem of providing ocean transportation and of establishing inspection facilities in certain countries to which access is difficult at present. Moreover, Canada's policy has to be related to the social, political and economic circumstances resulting from the war. Among other considerations, it should take account of the urgent problem of the resettlement of persons who are displaced and homeless, as an aftermath of the world conflict.

Under existing circumstances, therefore, Canada's policy with respect to immigration falls, necessarily, into two parts: measures designed for immediate application, and a long-term programme . . .

. . . Because of the limitations of transport, the government decided that, as respects immigration from Europe, the emphasis for the present should be on the admission of the relatives of persons who are already in Canada, and on assisting in the resettlement of displaced persons and refugees.

Up until the end of the war and since- under order in council P.C. 695 of March 21, 1931 -four broad categories of persons were admissible to Canada. These were:

1. British subjects from the United Kingdom, Ireland, Newfoundland, New Zealand, Australia or the Union of South Africa, who possessed sufficient means to maintain themselves until employment was secured.
2. United States citizens, similarly possessed of means of maintenance.
3. Wives, unmarried children under 18, or fiancées of men resident in Canada.
4. Agriculturists with sufficient means to farm in Canada.

During the 1930s, due to the adverse economic conditions of the period, these provisions were necessarily interpreted in a restrictive manner. Because of improved economic conditions, it is now possible to interpret them broadly. . .

. . . Canada is not obliged, as a result of membership in the united nations or under the constitution of the international refugee organization, to accept any specific number of refugees or displaced persons. We have, nevertheless, a moral obligation to assist in meeting the problem, and this obligation we are prepared to recognize.

The government is sending immigration officers to examine the situation among the refugee groups, and to take steps looking towards the early admission of some thousands of their number. In developing this group movement, the immigration branch and the Department of Labour will determine jointly the approximate number of persons who can be readily placed in employment and absorbed into various industries and occupations. Selection officers will then consider applicants for entry into Canada, examine them on a basis of suitability and physical fitness, and make arrangements for their orderly movement and placement. Persons so admitted will, of course, be included in whatever quota Canada finally accepts as its share in meeting the general problem. In taking these steps, the government is seeking to ensure that the displaced persons admitted to Canada are of a type likely to make good citizens.

Let me now speak of the government's long term programme. It is based on the conviction that Canada needs population . . .

. . . The population of Canada at present is about 12,000,000. By 1951, in the absence of immigration, it is estimated that our population would be less than 13,000,000 and that by 1971, without immigration, the population would be approximately 14,600,000. Apart from all else, in a world of shrinking distances and international insecurity, we cannot ignore the danger that lies in a small population attempting to hold so great a heritage as ours.

The fear has been expressed that immigration would lead to a reduction in the standard of living. This need not be the case. If immigration is properly planned, the result will be the reverse. A larger population will help to develop our resources. By providing a larger number of consumers, in other words a larger domestic market, it will reduce the present dependence of Canada on the export of primary products. The essential thing is that immigrants be selected with care, and that their numbers be adjusted to the absorptive capacity of the country.

It is of the utmost importance to relate immigration to absorptive capacity. In the past, Canada has received many millions of immigrants, but at the same time many millions of people have emigrated. Of the latter, a large proportion were young people born in Canada, and others who had benefited by education or training received in Canada. The objective of the government is to secure what new population we can absorb, but not to exceed that number. The figure that represents our absorptive capacity will clearly vary from year to year in response to economic conditions . . .

. . . With regard to the selection of immigrants, much has been said about discrimination. I wish to make it quite clear that Canada is perfectly within her rights in selecting the persons whom we regard as desirable future citizens. It is not a "fundamental human right" of any alien to enter Canada. It is a privilege. It is a matter of domestic policy. Immigration is subject to the control of the parliament of Canada. This does not mean, however, that we should not seek to remove from our legislation what may appear to be objectionable discrimination.

One of the features of our legislation to which strong objection has been taken on the ground of discrimination is the Chinese Immigration Act. This act seems to place persons from one particular country in an inferior category. The government has already initiated action for the repeal of that statute. Chinese residents of Canada who are not already Canadian citizens may now be naturalized. Once naturalized, they are permitted to bring their wives and unmarried children under 18 to join them in this country.

The East Indians legally resident in Canada are British subjects who have resided here for many years. They are therefore Canadian citizens. As such, their wives and unmarried children under 18 are admissible.

With regard to the Japanese, I stated, on August 4, 1944, at which time we were at war with Japan, that the government felt that in the years after the war the immigration of Japanese should not be permitted. This is the present view and policy of the government. It will be for future parliaments to consider what change, if any, should be made in this policy.

There will, I am sure, be general agreement with the view that the people of Canada do not wish, as a result of mass immigration, to make a fundamental alteration in the character of our population. Large-scale immigration from the orient would change the fundamental composition of the Canadian population. Any considerable oriental immigration would, moreover, be certain to give rise to social and economic problems of a character that might lead to serious difficulties in the field of international relations. The government, therefore, has no thought of making any change in immigration regulations which would have consequences of the kind.

I wish to state quite definitely that, apart from the repeal of the Chinese Immigration Act and the revocation of order in council P.C. 1378 of June 17, 1931, regarding naturalization, the government has no intention of removing the existing regulations respecting Asiatic immigration unless and until alternative measures of effective control have been worked out. Canada recognizes the right of all other countries to control the entry or non-entry of persons seeking to become permanent residents. We claim precisely the same right for our country.

I wish to make it equally clear that the Canadian government is prepared, at any time, to enter into negotiations with other countries for special agreements for the control of admission of immigrants on a basis of complete equality and reciprocity.

Through the years of depression and war, and consequently of greatly restricted immigration, the immigration branch of the Department of Mines and Resources and its offices abroad were reduced to proportions wholly inadequate to cope with an active immigration policy. With the end of the war, and in the light of changed economic conditions, the government has already taken steps to expand and strengthen this branch of the public service. To carry out the government's policy effectively, immigration services will be further developed to meet expanding requirements.

To access the speech online for free:

http://www.abheritage.ca/albertans/speeches/king_1.html

Appendix 2: 1947 Immigration Policy Summary

- Policy of the government is to foster the growth of the Canadian pop.
- Role of the Canadian government is to regulate and carefully select its immigrants to permanently settle the country
- Immigration policy must consider social, political, and economic circumstances
- Emphasis will be on European immigration, especially of Canadians who have European relatives or assisting in refugees and displaced persons resettlement post-WWII
- Canada is not obliged despite being in the UN to accept any specific number of displaced persons/refugees, its obligations are to help the situation as a whole but resettlement in Canada not part of its duty
- Since 1931 four main types of immigrants were British subjects, Americans, wives/children of settlers, or agriculturalist
- Department of Labour will work with Immigration to assess immigration
- Current population is 12 million, without immigration by 1971 natural growth will only increase pop. To 15 million, prosperity and growth essential
- Immigration does not need to a decrease in the standard of living, if properly planned it will result in greater social and economic prosperity
- Racial exclusion acts will be repealed, i.e. Chinese Exclusion
- Large-scale immigration from the Orient (Asia) is discouraged, would unbalance social harmony and could lead to social and economic problems
- Overall goals is to keep the character of the Canadian population relatively the same

Appendix 3: Immigration Policy Questions Handout

1947 Post-War Immigration Policy Questions:

- **Summarize the key points of the Post-War Immigration Policy? (Who, What When, Where, Why)**
- **What are the motives for immigration at this time?**
- **Is the new policy anywhere close to the contemporary ideal of multiculturalism?**

1967 Point System Immigration Policy Questions:

- **Is the new 1967 Immigration policy very different from the 1947 policy?**
- **Is the new 1967 policy still biased towards certain immigrant groups?**
- **How does the 1967 policy tell you about Canadian economic goals?**

Appendix 4: Pre-WWII Immigration Key Points

Summary Quote: “The slow rate of population growth in Canada has been partly a matter of choice, since her immigration policy has been one of encouraging only certain selected types of immigrants to come.”

- American Sociologist Maurice Davis, 1930s

Brief Summary of Immigration in Canada into the early 1900s

- Preferred Anglo-Celts and the Teutonic races for most of history, seen as socially, politically and religiously similar
Ex) They were “democratic” and Protestant
- Other races brought in temporarily or permanently for different reasons
Ex) Chinese for the railway (meant to be temporary workers)
Ex) Ukrainians for the settlement of the West (seen as good farmers for a harsh environment)
- Minister of Interior Clifford Sifton beginning in 1896 had an open-door immigration policy, strategically recruited immigrants from certain countries
- Eastern Europeans and Southern Europeans were not perceived as “White” until the early-mid 1900s
 - Even more narrow views on non-Europeans
- The idea of multiculturalism, Canada as a multicultural countries forms in the late 1920s/early 1930s
- Multiculturalism in Canada Pre-WWII meant a mosaic of European ethnicities and cultures
 - it did not include non-European and non-White races
- Policies were also based on the idea that non-European races were not designed by God to survive in a Nordic country like Canada
- Post-WWII need for social and economic prosperity

Appendix 5:

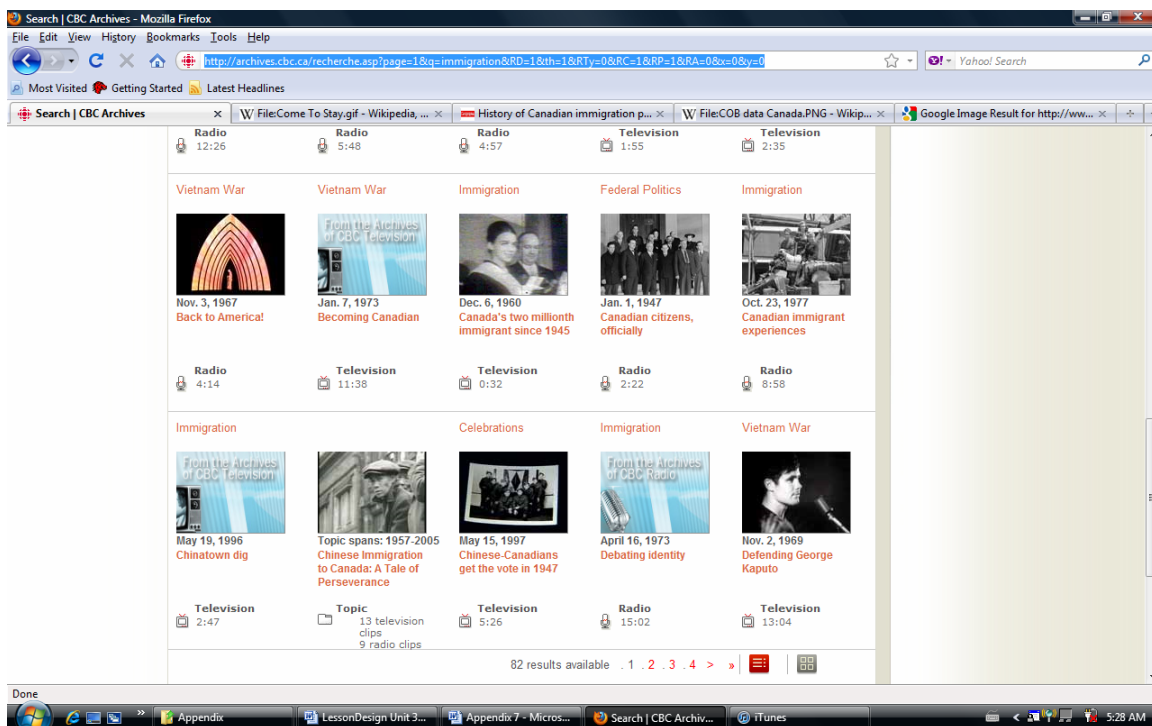
Immigration and Equality Timeline 1947-1967 Handout

- 1947 Post-War Immigration Policy strives for immigration with the goal of Canadian social and economic prosperity, immigration is welcomed but certain groups are still discouraged, i.e. non-Whites
- By the late 1950s Italians overtake the British as the most immigrants to Canada
- 1962 Minister of Citizenship and Immigration Ellen Fairclough (Conservative government) eliminates racial discrimination through new immigration act. New act allows unsponsored, skilled and educated immigrants irrespective of colour, race or, nationality to immigrate to Canada
- Late 1960s, realization that besides British Immigration, European and White immigrants in general are coming in fewer numbers to Canada, more non-traditional immigrant groups need to be considered
- 1966 Prime Minister Lester B. Pearson (Liberal government) introduces White Paper on immigration policies. Advises Canadians to accept and encourage immigration because it will increase the population and increase economic growth and prosperity.
- 1967 Point System established, now immigration based on qualifications of language and skill. New system an attempt to removes all remaining racial discrimination

Appendix 6: Video Aids

Instructions:

- Use the CBC archives.
 - Type in immigration and a selection of short videos and clips will show up, play one to three videos (depending on time).
- <http://archives.cbc.ca/recherche.asp?page=1&q=immigration&RD=1&th=1&RTy=0&RC=1&RP=1&RA=0&x=0&y=0>
- Have the class discuss the videos and clips played.



Appendix 7: Reflection Activity Instructions

Reflection Activity:

- The class will be divided into four groups/sections and be asked to reflect on a following perspective for a few minutes.
- After a few minutes of reflection, the groups will be asked to present their perspective.

Section 1:

You are a White Canadian in 1947. What is your possible reaction to the new post-war immigration policy?

Section 2:

You are a non-traditional and non-white that is hoping to immigrate to Canada in 1947. What may your possible reaction be to the new post-war immigration policy?

Section 3:

You are a White Canadian in 1967. What is your possible reaction to the new point system immigration policy?

Section 4:

You are a non-traditional and non-white that is hoping to immigrate to Canada in 1967. What may your possible reaction be to the new point system immigration policy?

Appendix 8: Immigration Policy 1947-1967 Reflection T-Chart

Instructions:

- Reflect on the key points of the 1947 and 1967 immigration policies.
- Think about their similarities and differences.
- Write down their similarities and differences, in point form, it in the T-Chart below.

Comparing Immigration Policies: 1947 versus 1967	
<u>Similarities</u>	<u>Differences</u>

Appendix 9:
Culminating Activity Collage of Life Instructions Handout

Unit 3 Culminating Activity - Collage of Canadian Life

- For this culminating activity, you are to determine and describe their developing view of what Canada is.
- Prepare a collage of images related to one area of Canadian life.
- Along with this collage, provide a one- to two-page explanation of their collage.
- Students present the collage and explain it to the class.
- In relation to immigration, you should begin looking for images or creating images that they feel reflect immigration from 1947 to 1967.
- Show the instructor your images in order to get feedback and assessment to judge that you are on the correct path.
- Consult Rubric for further instructions/guidelines.

Appendix 10:
Culminating Activity – Collage of Canadian Life Rubric

CATEGORY	4	3	2	1
Overall Impression (Knowledge & Understanding)	The collage fully communicates the author's developing view of Canada.	The collage communicates some aspects of the author's developing view of Canada.	The collage presents words and images that relate to love and war, but it fails to communicate the author's developing view of Canada.	The collage does not adequately communicate the author's developing view of Canada.
Specific Words and Images (Application)	All words and images are related to the topic and make it easier to understand the author's perspective. All borrowed graphics have a source citation.	All words and images are related to the topic and most make it easier to understand the author's perspective. All borrowed graphics have a source citation.	All words and images relate to the topic. Most borrowed graphics have a source citation.	Words and images do not relate to the topic OR several borrowed graphics do not have a source citation.
Design (Thinking)	Graphics are trimmed or cropped to an appropriate size and interesting shape and are arranged well, some in front and some behind. Care has	Graphics are trimmed or cropped to an appropriate size and interesting shape and are arranged with some items in front and others behind. The	Graphics have been trimmed or cropped to an appropriate size and shape, but the arrangement of items is not very attractive. It	Graphics are untrimmed or not cropped OR of inappropriate size and/or shape. It appears little attention was given to designing the collage.

	been taken to balance the pictures across the collage.	collage however does not appear balanced.	appears there was not a lot of planning of the item placement.	
Technical Construction (Thinking)	The collage shows considerable attention to construction. The collage is exceptionally attractive in terms of design, layout, and neatness.	The collage shows attention to construction. The collage is attractive in terms of design, layout and neatness.	The collage shows some attention to construction. The collage is acceptably attractive though it may be a bit messy.	The collage was put together sloppily. The collage is distractingly messy or very poorly designed. It is not attractive.
Written summary & Presentation (Communication)	The one-to two-page explanation and presentation of their collage includes thoughtful reflections on the student's decisions. The written and oral reflection show deep insight into the student's process.	The one-to two-page explanation and presentation of their collage includes some reflections on the student's decisions, but would benefit from deeper thought.	The explanation and presentation of their collage is somewhat complete. There is some indication of the decisions that the student has completed, but there is no reflection included.	The explanation and presentation is incomplete. The summary is too short to provide an accurate account of their collage work.

Appendix 11: Visuals

Immigration Poster 1880s



Immigration Poster early 1900s



Chinese Head Tax



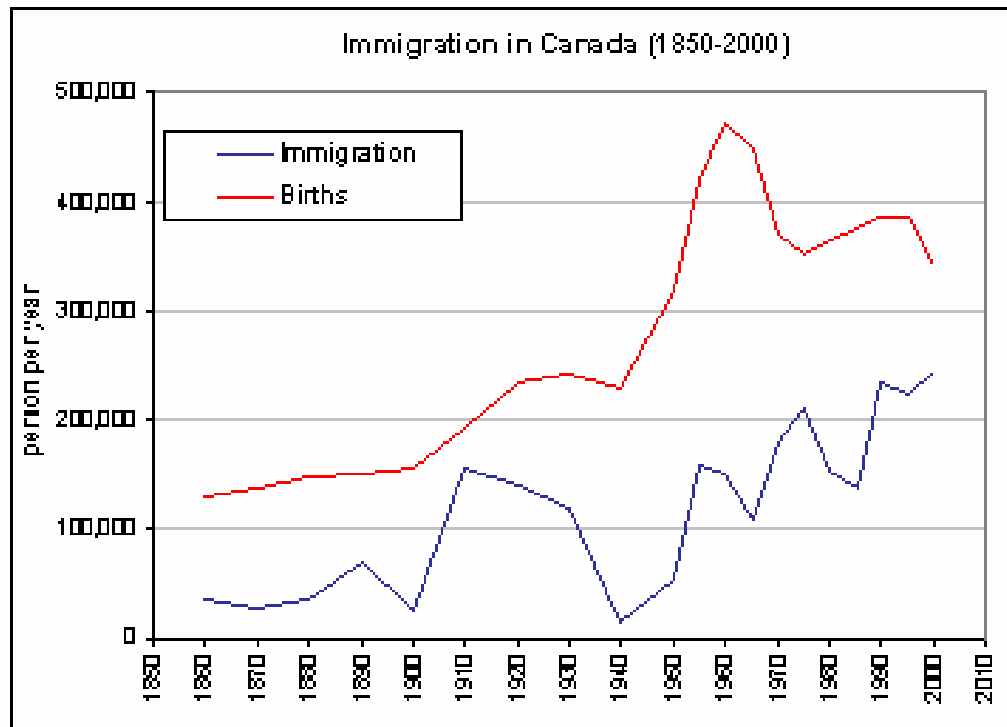
General Societal Sentiment of Asians



Canadian Multiculturalism Today



Immigration 1850 to 2000



Canadian Immigration Today vs. World

